



IMPACT OF THE NEW EDUCATION POLICY ON JOB SATISFACTION AMONG COLLEGE TEACHERS

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ABSTRACT

The purpose of the study was to explore the job satisfaction of college teachers in the era of the New Education Policy. The education landscape is ever-evolving, and policy changes play a pivotal role in shaping the experiences of educators. The implementation of a new education policy marks a significant shift in the way academic institutions operate. As educational systems transform, such as the implementation of a new policy, it is imperative to investigate the effects on the individuals directly involved in its execution. In this context, college teachers play a pivotal role in shaping the educational landscape, and their job satisfaction is crucial for fostering a positive learning environment. This study aims to investigate the impact of the recently introduced education policy on job satisfaction among college teachers and to assess the specific ways in which the new education policy influences various aspects of job satisfaction among college teachers, including workload, professional development opportunities, teaching methodologies, and overall job contentment. Understanding the impact of the new education policy on job satisfaction is crucial for fostering a positive and conducive working environment for college teachers.

The findings of this research are expected to contribute valuable insights to educational policymakers, administrators, and educators, facilitating informed decision-making to enhance the overall quality of education and the professional lives of college teachers. As educational institutions continue to adapt to the evolving landscape, this study provides a timely exploration of the intricate relationship between policy changes and the job satisfaction of those at the forefront of the teaching profession.

KEYWORDS: NEP 2020, Job Satisfaction, College Teacher

INTRODUCTION

The field of education in India has undergone a significant transformation with the recent implementation of the New Education Policy (NEP). Envisioned as a comprehensive and forward-thinking reform, the NEP aims to address various challenges in the education system and align it with the demands of the 21st century. One crucial aspect of this transformation is its potential impact on the job satisfaction of college teachers. College educators play a pivotal role in shaping the future of the nation by imparting knowledge and fostering critical thinking skills among students. As the NEP introduced changes in curriculum design, teaching methodologies, and assessment practices, it became imperative to explore how these shifts influence the job satisfaction levels of college teachers.

The exploration of the impact of the New Education Policy 2020 on job satisfaction among college teachers holds paramount importance in understanding the nuanced dynamics within the educational sector. As the educational landscape undergoes a comprehensive transformation, examining how these policy changes influence the professional contentment of college educators provides crucial insights. Job satisfaction is intricately linked to the effectiveness and quality of education, as content and motivated teachers are fundamental to the learning experience. By delving into the implications of the NEP on teachers' satisfaction levels, this study aims to contribute valuable knowledge to educational policymakers, administrators, and institutions, guiding them in creating an

environment that not only aligns with the policy objectives but also ensures the well-being and job satisfaction of the educators tasked with implementing these reforms. Furthermore, understanding the challenges and opportunities presented by the NEP can inform strategies for professional development, support systems, and policy refinement, fostering a positive and sustainable academic ecosystem.

OBJECTIVES AND METHODOLOGY OF THE STUDY

The primary objective of this study was to comprehensively study the impact of the New Education Policy (NEP) 2020 on job satisfaction among college teachers in the Indian higher education sector. Firstly, the study aims to assess the perceived opportunities and challenges arising from the NEP and discuss how these factors contribute to or hinder the overall job satisfaction of college educators. This present study is completely based on primary as well as secondary data in nature. The primary data was collected through the self-regulated questionnaire administered by the *recherché* and the secondary data was collected from books, journals, research papers, magazines and internet etc.

To measure the job satisfaction and dissatisfaction of college teachers, a questionnaire comprising eight basic job elements and some demographic questions was constructed. The job elements are as follows:

1. Teaching

2. Research
3. Administration and management
4. Pay Matrix
5. Chances of Promotions
6. Principal/HOD's Behaviour
7. Colleague Behaviour, and
8. Departmental Facilities

Demographic Elements: In addition to the job-related elements, the questionnaire included demographic questions covering age, rank (Assistant Professor, Associate Professor, or Professor), gender, teaching experience in higher education, and the type of institution (Central, State, Autonomous, Private, or Deemed).

Respondents were asked to indicate their rate on Linkert's 5-point scale ranging from 1 to 5 representing 1 – Very Dissatisfied, 2 – Dissatisfied, 3- Neutral, 4 – Satisfied, 5- Very Satisfied.

The demographic Elements of the questionnaire are as follows

1. Age
2. Rank (Assistant Professor/Associate Professor/SACT)
3. Sex
4. Experience of Teaching in Higher Education (in years)
5. Type of Institution in which you are Teaching (Central, State, Autonomous, Private or Deemed)

Features of the New Education Policy 2020:

Holistic Education Approach: The NEP emphasizes a holistic and multidisciplinary approach to education, encouraging teachers to go beyond traditional subject boundaries. This shift may empower educators to explore diverse teaching methods and engage with students more comprehensively.

Flexibility and Choice: With the introduction of a flexible credit system and multiple entry-exit points, the NEP offers students a broader spectrum of choices in their academic pursuits. This could potentially affect teachers by requiring them to adapt their teaching styles to accommodate diverse learning paths.

Technology Integration: The NEP places a strong emphasis on leveraging technology in education. This includes the integration of digital tools and online resources. For teachers, this shift may necessitate upskilling and adapting to new teaching methodologies, impacting their job satisfaction based on their comfort and proficiency with technology.

Research and Innovation: The policy encourages a culture of research and innovation in higher education institutions. While this presents opportunities for professional growth, it may also introduce additional responsibilities and expectations, influencing the overall job satisfaction of college teachers.

Autonomy to Institutions: The NEP grants greater autonomy to educational institutions, allowing them to design their curricula and assessment methods. This newfound independence may empower teachers but could also bring about challenges, particularly if institutions face resource constraints or if there is

a lack of clarity in implementation.

Challenges and Opportunities for College Teachers

College teachers face a dynamic landscape of challenges and opportunities with the implementation of the New Education Policy 2020. The shift towards greater academic autonomy and a multidisciplinary approach presents an exciting opportunity for educators to explore innovative teaching methodologies and collaborate across disciplines. However, the effective execution of these reforms comes with its set of challenges. The need for infrastructure upgrades, administrative adjustments, and the potential gap between desired skills and available training pose hurdles to a seamless transition. Additionally, the emphasis on continuous evaluation and increased responsibilities in research may lead to heightened workload and stress. Balancing these challenges with the promise of professional growth and an enriched teaching environment is crucial for sustaining and enhancing job satisfaction among college teachers in the evolving educational landscape.

RESULT AND FINDINGS

The following result was found after using the primary data obtained by using the questionnaire:

Understanding the elements that contribute to job satisfaction is essential in cultivating a fulfilling work environment. A content analysis was conducted, aggregating responses from individuals about the variables influencing their happiness at work, and the results are detailed in Table No. 1

| Factors | % of Respondents |
|-------------------------------|------------------|
| Teaching | 26 |
| Research | 24 |
| Administrative and Management | 1 |
| Pay Matrix | 1 |
| Chances of Promotion | 0.25 |
| Principal/HOD's Behaviour | 2.25 |
| Colleague's Behaviour | 13 |
| Departmental Facilities | 5 |
| Other aspects of the job | 27.5 |
| Total | 100 |

Table No.1: Content Analysis of Respondents and Factors of Job Satisfaction

The provided analysis emphasizes the substantial influence of teaching and research-related elements on teachers' overall satisfaction. Here are some key points highlighted in the analysis:

Teaching and Research Significance: Nearly half of teachers' overall satisfaction is attributed to elements associated with teaching and research. This underscores the pivotal impact of these aspects on instructors' happiness.

Dominance over Other Factors: Teaching and research factors overshadow other considerations, including administrative duties, current pay, promotions, supervision, and physical working conditions. This suggests that the fulfillment derived

from teaching and research aspects plays a central role in shaping job satisfaction.

The study by Asma Zia, Manzoor, Hussain Shah, and Bibi Naz (2021) indicates that faculty in public universities find satisfaction in the permanency of their positions, competitive compensation, and facilities. These factors contribute significantly to their overall job satisfaction.

Teaching-Related Factors: Job satisfaction related to teaching is influenced by factors such as student enthusiasm, admissions processes, positive interactions with students, a sense of autonomy in teaching, and the opportunity to receive feedback. **Research-Related Factors:** Success in publications, academic freedom, collaborative opportunities, attendance at conferences, and access to research funds are highlighted as influential factors contributing to job satisfaction on the research front.

In summary, the analysis underscores the importance of teaching and research-related elements in shaping teachers' overall satisfaction, with a specific focus on the significant impact of these factors in college. Teaching-related factors include positive student interactions and autonomy, while research-related factors encompass success in publications and access to collaborative opportunities and research funds.

Importantly, academics themselves generate the list of factors associated with teaching and research, lending authenticity to these considerations rather than relying on external categorization. Nevertheless, approximately 30% of job satisfaction for college instructors is tied to other aspects of their roles. This encompasses factors such as job security, lifestyle flexibility, remote work options, opportunities for self-development, and diverse tasks. The study underscores the significant role played by situational events, beyond core duties, in determining overall job satisfaction.

Notably, managerial and administrative responsibilities, along with current remuneration, do not prominently emerge as factors influencing educators' job happiness. This could be attributed to the limited influence teachers have in altering these aspects, in contrast to the considerable autonomy they retain in shaping their research and teaching priorities.

Furthermore, the analysis highlights the importance of co-workers' behavior and the physical work environment. Approximately 20% of reported job happiness is attributed to these factors, underscoring their relative significance in employees' overall job satisfaction. Specific elements contributing to contentment in these categories include a stimulating work environment, a pleasant campus, robust library facilities, clerical support, favourable physical conditions, technical assistance, effective teaching facilities, computing resources, positive social dynamics, amicable colleagues, teamwork, and supportive management.

In essence, this research illuminates the nuanced dynamics of job satisfaction, revealing that beyond primary responsibilities, various situational factors and work-related elements

significantly contribute to employees' overall contentment. Understanding these multifaceted influences is crucial for fostering a work environment that not only recognizes the importance of teaching and research but also attends to the broader aspects that collectively shape job satisfaction.

The content analyses of respondents' lists detailing the causes, concerns, or elements contributing to their job dissatisfaction are summarized in Table II. Instructors, engaged in both teaching and research, attribute 32% of their job dissatisfaction to these combined roles. Abdul Raziq and Raheela Maulabakhsh (2014) assert that a positive working environment positively influences employee job satisfaction, emphasizing the critical need for businesses to acknowledge its significance.

Teaching-related factors contributing to job dissatisfaction include issues such as sharp increases in class size, impractical course evaluation procedures, discrepancies between a college public stance on valuing teaching and administrative activities and the actual reflection of these values, insufficient recognition of teaching skills, demands on individual students, student growth without corresponding resource growth, marking challenges, and excessive assessments. Similarly, research-related factors leading to college teachers' dissatisfaction include limited time for research, publishing pressure, erosion of time for research and personal development, difficulty obtaining research grants, funding constraints, and challenges in attracting qualified PhD students.

Contrary to Herzberg's theory, both teaching and research-related factors contribute to both work satisfaction and dissatisfaction. Additionally, around 18.5% of college professors' dissatisfaction stems from other job-related factors. These include a lack of communication understanding with university authorities, absence of an agreed-upon job description, an authoritarian management structure, insufficient consultation and communication from top to bottom, government policies toward colleges working hours, lack of management coordination, promotion application requirements, absence of an effective departmental strategy on teaching and research, lack of retirement benefits, and excessive working hours.

It's noteworthy that less than 20% of college professors' job happiness is attributed to factors like current compensation, promotions, department head supervision, and co-workers' behavior. These elements do not significantly impact job satisfaction, nor do they account for substantial job dissatisfaction. Employee conduct contributes to around 6.5% of satisfaction, and task-related unhappiness accounts for less than 3% of the workforce. In contrast to Herzberg's theory, a similar component is observed here, albeit at different degrees, influencing both job satisfaction and discontent. This suggests that the two-factor hypothesis may not be universally applicable.

Impact on Job Satisfaction

Professional Fulfilment

Professional fulfillment among college teachers in the wake of the New Education Policy (NEP) 2020 is a dynamic interplay

of challenges and opportunities. On one hand, educators who embrace the policy's emphasis on holistic education, research endeavors and autonomy find avenues for meaningful contributions to their students' development and institutional growth. The opportunity to engage in diverse roles, participate in curriculum design, and delve into research activities fosters a sense of professional pride and accomplishment. This positive impact on job satisfaction is particularly pronounced among those who resonate with the NEP's vision of a comprehensive and flexible education system. However, for teachers facing challenges in adapting to these changes, the increased workload and demands for flexibility may lead to stress and a potential erosion of job satisfaction. Thus, the NEP's impact on professional fulfillment underscores the importance of personalized support mechanisms and continuous professional development to ensure that educators navigate these transformative shifts with a sense of purpose and satisfaction.

The integration of technology

The integration of technology, a pivotal facet of the New Education Policy (NEP) 2020, holds both promises and challenges for college teachers. On the positive front, educator's adept at leveraging digital tools have the opportunity to revolutionize their teaching methodologies, fostering an interactive and engaging learning experience. The NEP's emphasis on technology integration aligns with the evolving needs of the digital age, empowering teachers to cultivate a technologically literate student body. However, the transition to a tech-centric educational environment may pose hurdles for educators less familiar with digital platforms. The pressure to adapt to these technological advancements could introduce a learning curve, potentially leading to increased stress and impacting job satisfaction. Striking a balance between embracing innovation and providing necessary support mechanisms will be crucial in determining how successfully technology integration aligns with the NEP's overarching goals.

Autonomy and Accountability

The New Education Policy (NEP) 2020's emphasis on autonomy and accountability represents a pivotal shift in the educational landscape for college teachers in India. Granting institutions greater autonomy to design their curricula and make strategic decisions is anticipated to empower educators, fostering a sense of ownership and pride in their roles. This newfound freedom, however, comes hand in hand with heightened accountability. Teachers may find themselves navigating increased responsibilities, from curriculum design to the implementation of innovative teaching methodologies. While autonomy provides an opportunity for creativity and tailored educational approaches, it also raises questions about resource allocation, institutional support, and the need for clear guidelines to ensure that accountability does not become a source of undue stress. Striking the right balance between autonomy and accountability is critical in determining the overall impact on job satisfaction among college teachers, as they navigate this evolving educational landscape.

Student-Centric Approach

The New Education Policy (NEP) 2020 introduces a paradigm

shift with its student-centric approach, marking a departure from traditional models of education. Emphasizing flexibility and multiple entry-exit points, the NEP recognizes the diverse learning trajectories of students. This approach aims to tailor education to individual needs, fostering a more inclusive and personalized learning environment. By placing students at the center of the educational experience, the policy encourages teachers to adopt dynamic teaching methods that prioritize understanding and application over rote memorization. The focus on holistic development, including cognitive, emotional, and vocational aspects, aligns to nurture well-rounded individuals. While the student-centric approach holds the promise of empowering learners and promoting a deeper engagement with education, its success will depend on effective implementation strategies and the ability of educators to adapt to these innovative pedagogical approaches.

Opportunities for Growth

The New Education Policy 2020 introduces promising avenues for professional development and intellectual growth among college teachers. With a pronounced emphasis on research, innovation, and continuous learning, educators have the opportunity to delve into diverse academic pursuits beyond conventional teaching roles. The policy encourages a culture of curiosity and exploration, providing a platform for teachers to engage in cutting-edge research, contribute to curriculum design, and participate in collaborative projects. These growth opportunities not only enhance the quality of education but also stimulate the intellectual satisfaction of teachers, fostering a dynamic and forward-thinking academic community. However, the successful realization of these opportunities hinges on the availability of adequate resources, institutional support, and structured professional development programs to empower educators to navigate these uncharted territories effectively.

Work-Life Balance

The New Education Policy 2020 has introduced potential shifts in the work-life balance for college teachers in India. On one hand, the emphasis on autonomy and flexibility may offer educators the opportunity to restructure their work schedules, fostering a healthier equilibrium between professional and personal life. The policy's recognition of the importance of a well-rounded education could encourage a more holistic approach to teaching, allowing teachers to focus on quality rather than quantity. However, the increased workload stemming from greater responsibilities in curriculum design, research, and adapting to technological advancements may pose challenges to maintaining a satisfactory work-life balance. Institutions and policymakers must be attuned to the nuanced dynamics of this balance, ensuring that the benefits of autonomy and flexibility are not overshadowed by excessive demands, ultimately impacting the overall job satisfaction and well-being of college teachers.

CONCLUSION

The New Education Policy 2020 has ushered in a wave of changes with the potential to reshape the higher education landscape in India. While some aspects may positively impact job satisfaction among college teachers, challenges such as

adapting to technology, increased workload, and the need for continuous professional development should be carefully addressed. As the education system evolves, it is imperative to consider the voices of educators, understand their concerns, and work collaboratively to create an environment that fosters both the success of educational reforms and the satisfaction of those at the heart of the teaching profession.

In our investigation, we utilized a content analysis approach to explore the factors influencing job satisfaction and dissatisfaction among college teachers. Within the realm of individual factors, a notable trend emerged: certain factors significantly contributed to both satisfaction and dissatisfaction. Teaching and research were identified as substantial contributors, each accounting for approximately 25% to satisfaction and 17% to dissatisfaction. Consequently, the combined impact of scientific work (teaching and research) constituted around 50% of overall satisfaction.

Adding an intriguing layer to our findings, over 30% of professional dissatisfaction was attributed to teaching style. This underscores the nuanced nature of the factors influencing job satisfaction among college faculty. In essence, our results indicate that teaching and research activities play pivotal roles in shaping both positive and negative sentiments regarding their professional roles.

A key question arises: can these factors be similarly applicable to other professions, engendering satisfaction in some and dissatisfaction in others? In the complexities of the modern work environment, this is entirely plausible, given the diversity of individual interests and abilities. Gruneberg and Startup (1978) suggest that dissatisfaction with research doesn't necessarily imply discontent with a lack of participation in the research process but rather dissatisfaction with essential aspects of the research process itself

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